

Dixie District Schools

Ruth Rains Middle School



2018-19 School Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	13
Budget to Support Goals	15

Ruth Rains Middle School

981 SE 351 HWY, Cross City, FL 32628

<http://aplusweb.dixie.k12.fl.us/~rrms@dixie.k12.fl.us/>

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	15%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	I	B	C*

School Board Approval

This plan is pending approval by the Dixie County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

The mission of RRMS is to instill in our students the skills that will enable them to become productive citizens in a global society. An important key to this success lies in the commitment among school personnel, students, parents, and community members who recognize that learning is a continual, life-long process.

Provide the school's vision statement

Ruth Rains Middle School is dedicated to the education of the total child in a caring, fun, hands-on, safe and academically challenging environment. We recognize each child as an individual with varying needs, abilities, backgrounds, and values.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
McElroy, Christie	Principal
Harden, Wendy	Guidance Counselor
Jones, Anne	Instructional Coach
Martin, Jamie	Assistant Principal
Cave, Shari	Teacher, K-12
Eastridge, Tyler	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The instructional team works to provide for the needs of all instructional staff in meeting the needs of students. The team works together to review progress monitoring data as well as training needs of teachers. The team meets to review progress toward the goals of the school and determine additional supports needed to make progress.

-Christie McElroy, the principal, is the head of the school and a member of the SAC team. She leads meetings with leadership teams and provides input to the School Improvement Plan.

-Jamie Martin is the assistant principal. He attends SAC meetings and various other school department meetings and provides input to the SIP.

-Wendy Harden is the guidance counselor. She attends SAC meetings and various other school department meetings and provides input to the SIP.

-Anne Jones is the instructional/reading coach. She is a member of the SAC team and attends SAC meetings and various other school department meetings and provides input to the SIP, as well as assists in writing the SIP.

-Shari Cave is a 6th grade Math teacher. She is a member of the SAC team, attends SAC meetings and school department meetings and provides input to the SIP.

-Tyler Eastridge is a 7th grade civics teacher. He is the head of the Social Studies Department. He is

a member of the SAC team and attends SAC meetings and department meetings and provides input to the SIP.

Early Warning Systems

Year 2017-18

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	27	33	44	0	0	0	0	104
One or more suspensions	0	0	0	0	0	0	7	65	62	0	0	0	0	134
Course failure in ELA or Math	0	0	0	0	0	0	29	22	41	0	0	0	0	92
Level 1 on statewide assessment	0	0	0	0	0	0	40	86	53	0	0	0	0	179

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	28	44	30	0	0	0	0	102

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Retained Students: Previous Year(s)	0	0	0	0	0	0	2	0	0	0	0	0	0	2

Date this data was collected
 Monday 9/24/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	25	36	31	0	0	0	0	92
One or more suspensions	0	0	0	0	0	0	10	41	55	0	0	0	0	106
Course failure in ELA or Math	0	0	0	0	0	0	19	10	19	0	0	0	0	48
Level 1 on statewide assessment	0	0	0	0	0	0	54	47	48	0	0	0	0	149

The number of students identified by the system as exhibiting two or more early warning indicators:

Dixie - 0111 - Ruth Rains Middle School - 2018-19 SIP
 Ruth Rains Middle School

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	17	26	31	0	0	0	0	74

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	25	36	31	0	0	0	0	92
One or more suspensions	0	0	0	0	0	0	10	41	55	0	0	0	0	106
Course failure in ELA or Math	0	0	0	0	0	0	19	10	19	0	0	0	0	48
Level 1 on statewide assessment	0	0	0	0	0	0	54	47	48	0	0	0	0	149

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	17	26	31	0	0	0	0	74

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Math in grades 6 and 8 were our lowest areas of performance. There has been a downward trend in scores over the past 3-5 years.

Which data component showed the greatest decline from prior year?

Math in grade 8 showed the greatest decline from the prior year.

Which data component had the biggest gap when compared to the state average?

Math in grade 6 had the biggest gap when compared to the state average.

Which data component showed the most improvement? Is this a trend?

8th grade ELA showed the most improvement. The scores have fluctuated for this component over the past few years.

Describe the actions or changes that led to the improvement in this area

All students have a reading class in addition to their Language Arts class. In the reading classes, Achieve 3000 was used. In the intensive classes of level 1's, Moby Max and Support Coach were used. Level 1's also were in smaller classes.

Dixie - 0111 - Ruth Rains Middle School - 2018-19 SIP
Ruth Rains Middle School

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	48%	48%	53%	0%	51%	52%
ELA Learning Gains	52%	52%	54%	0%	48%	54%
ELA Lowest 25th Percentile	50%	50%	47%	0%	38%	44%
Math Achievement	36%	36%	58%	0%	49%	56%
Math Learning Gains	42%	42%	57%	0%	46%	57%
Math Lowest 25th Percentile	44%	44%	51%	0%	49%	50%
Science Achievement	45%	45%	52%	0%	37%	50%
Social Studies Achievement	76%	76%	72%	0%	71%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	27 (25)	33 (36)	44 (31)	104 (92)
One or more suspensions	7 (10)	65 (41)	62 (55)	134 (106)
Course failure in ELA or Math	29 (19)	22 (10)	41 (19)	92 (48)
Level 1 on statewide assessment	40 (54)	86 (47)	53 (48)	179 (149)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	40%	40%	0%	52%	-12%
	2017	46%	46%	0%	52%	-6%
Same Grade Comparison		-6%				
Cohort Comparison						
07	2018	44%	44%	0%	51%	-7%
	2017	53%	53%	0%	52%	1%
Same Grade Comparison		-9%				
Cohort Comparison		-2%				
08	2018	53%	53%	0%	58%	-5%
	2017	50%	50%	0%	55%	-5%
Same Grade Comparison		3%				
Cohort Comparison		0%				

Dixie - 0111 - Ruth Rains Middle School - 2018-19 SIP
 Ruth Rains Middle School

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	16%	16%	0%	52%	-36%
	2017	35%	35%	0%	51%	-16%
Same Grade Comparison		-19%				
Cohort Comparison						
07	2018	40%	40%	0%	54%	-14%
	2017	45%	45%	0%	53%	-8%
Same Grade Comparison		-5%				
Cohort Comparison		5%				
08	2018	28%	28%	0%	45%	-17%
	2017	53%	53%	0%	46%	7%
Same Grade Comparison		-25%				
Cohort Comparison		-17%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	69%	69%	0%	71%	-2%
2017	70%	70%	0%	69%	1%
Compare		-1%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	83%	50%	33%	62%	21%
2017	86%	60%	26%	60%	26%
Compare		-3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	49	53	47	37	44	46	48	74	59		
BLK	19	59	82	17	32	27	17	80			
HSP	38	21		25	36						
MUL	75	55		50	18						
SWD	19	42	42	23	46	38	27	52			
FRL	45	50	49	34	41	41	43	75	46		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	52	49	37	50	45	46	38	74	40		
BLK	27	40	46	27	58	69		36			
HSP	75			42							
MUL	58			50							
SWD	22	35	29	24	46	50	22	50			
FRL	46	46	38	43	47	51	36	65	33		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Classroom management

Rationale RRMS had over 1100 referrals last year which contributed to the non-engagement of students. Students need to be in class and engaged in learning activities.

Intended Outcome Decrease referrals and increase student engagement

Point Person Jamie Martin (jamiemartin@dixie.k12.fl.us)

Action Step

Description Our action steps include having Steven Bollar of Stand Tall Steve come to present "10 Steps to Effective Classroom Management". All teachers and aides will be included in this training. Teachers will participate in a book study, "Teach Like a Champion 2.0", with embedded professional development throughout the school year and incorporate these strategies in their classrooms. Our aides and teachers will participate in a "Professionals in the Classroom" workshop to better equip aides and teachers in co-managing students and the classroom.

Person Responsible Christie McElroy (christiemcelroy@dixie.k12.fl.us)

Plan to Monitor Effectiveness

Description Teachers will implement effective classroom management strategies as monitored by classroom walk-thrus, and we will monitor number of referrals to determine the effectiveness of implementation of strategies.

Person Responsible Christie McElroy (christiemcelroy@dixie.k12.fl.us)

Activity #2

Title ELA/Reading

Rationale Students have not shown learning gains in ELA and our FSA scores are below state average.

Intended Outcome Increase student FSA Proficiency to 55% as well as increase learning gains.

Point Person Anne Jones (staceyjones@dixie.k12.fl.us)

Action Step

Description Our action steps include implementation of a diagnostic program, i-Ready, which will identify areas of weaknesses and provide additional practice in those areas along with progress monitoring. Rhonda Clyatt from NEFEC will work with reading coach and ELA/Reading teachers providing professional development and modeling lessons for teachers. NEFEC will come 2-3 times each 9 weeks to do walkthroughs with reading coach and administration as well as model lessons based on needs noted during walkthroughs. Each 9 weeks our teachers will be provided collaboration and professional development opportunities after school hours to develop curriculum maps and progress monitoring tools. The Accelerated Reader program will be used in Reading and Language Arts to promote independent reading. Scholastic Magazines will be used in Health and Reading class to aid in reading comprehension.

Person Responsible Anne Jones (staceyjones@dixie.k12.fl.us)

Plan to Monitor Effectiveness

Description Teachers will use i-Ready to complete diagnostic assessments and monitor student progress by using their curriculum maps to create regular progress monitoring assessments on i-Ready. This data will be used to gauge students' progress towards FSA achievement.

Person Responsible Anne Jones (staceyjones@dixie.k12.fl.us)

Activity #3	
Title	Math
Rationale	There has been a significant decline in our Math scores. Math performance was extremely low. There is a need to increase proficiency as well as learning gains.
Intended Outcome	Increase proficiency in Math in grades 6-8 to 50%.
Point Person	Jamie Martin (jamiemartin@dixie.k12.fl.us)
Action Step	
Description	Our actions steps include implementation of a diagnostic program, i-Ready Math, which will identify areas of weaknesses and provide additional practice in those areas along with progress monitoring. Each 9 weeks teachers will be paid to stay after school and collaborate and develop curriculum maps of math standards for grades 6-8 in math. The district math coach will meet weekly with the Math department to guide in planning and progress monitoring. We will provide additional class time (an intensive class) for our lower/struggling 7th grade students who scored a level 1 on FSA. Calculators will also be purchased to assist 7-8 grade math students in completing math problems.
Person Responsible	Robyn Norton (robynnorton@dixie.k12.fl.us)
Plan to Monitor Effectiveness	
Description	District math instructional coach will meet each 9 weeks with the math department to assist in curriculum mapping and developing progress monitoring assessments through i-Ready based on these curriculum maps. This data will be used to gauge student progress towards FSA achievement.
Person Responsible	Christie McElroy (christiemcelroy@dixie.k12.fl.us)

Activity #4

Title Science/Social Studies

Rationale Science proficiency scores were below state average for science. Continue to maintain Social Studies scores at or above state average.

Intended Outcome Increase learning proficiency in Science to 55% and maintain or improve Social Studies at 76%+.

Point Person Christie McElroy (christiemcelroy@dixie.k12.fl.us)

Action Step

Description Our action steps include using the Study Island program to improve science, social studies and civics standards knowledge, along with progress monitoring. Our science and social studies teachers will participate in NEFEC Connect training to increase knowledge of standards. Dr. Christopher Pryor from NEFEC will work with Science teachers providing professional development and modeling lessons for teachers. Each 9 weeks our teachers will be paid to stay after school to collaborate on science/social studies standards and develop curriculum maps. They will also review progress monitoring as needed during these after school sessions.

Person Responsible Christie McElroy (christiemcelroy@dixie.k12.fl.us)

Plan to Monitor Effectiveness

Description Teachers will use their curriculum maps and Study Island to create diagnostic assessments for monitoring student progress. This data will be used to gauge student's progress towards state exam achievement.

Person Responsible Christie McElroy (christiemcelroy@dixie.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

See Parent Involvement Plan for RRMS.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Ruth Rains Middle School recognizes that the middle school years can be a difficult and emotional transitional period for students. Students this age have many social-emotional needs, which we strive to meet. Our guidance office has an open door policy and regularly counsels and mentors students,

addressing a wide range of topics. At any given time you may find our guidance counselor counseling kids who have been bullied, who are bullies, who have lost a parent, who are homeless, who don't have a warm jacket for cold days, who are absent regularly, or who are at risk for failure. In addition to doing individual counseling, our guidance counselor goes in classrooms and talks with the kids about a wide variety of topics including bullying, social media and cyberbullying, staying in school, student success issues, peer pressure, etc. In addition to the aforementioned services our guidance office also offers students and parents information about various other services provided by our school district or Title I office, including information and pamphlets about local mental health counseling services, when necessary.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

To assist incoming 6th graders, RRMS hosts a "Tour the Middle School" day. 5th graders come over with their teachers for an indepth introduction to RRMS. The principal talks to the 5th graders about middle school expectations, followed by a question and answer session. Students are then taken on a tour of the school campus. Pamphlets are also sent home with incoming 6th graders and their parents describing the challenges of transitioning to middle school and how to help kids adjust. RRMS also hosts an open house/meet your teachers night.

To assist outgoing 8th graders the guidance dept. from the high school visits our campus to talk to the students about the many challenges, demands and responsibilities they will face in high school, followed by a question/answer session. They assist outgoing 8th graders in creating their 9th grade class schedules, as well as offer an incoming freshman parent orientation night.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The team uses a data-based method to identify and monitor the students identified "at risk".
Title I contributes to the reading programs at RRMS with professional development, equipment, software and salaries-Caro Anne Forehand
Title II provides training during the summer and throughout the school year on an as needed basis-Carol Anne Forehand
Title X - Homeless - District Homeless Coordinator works to identify homeless children-
SAI - Provide supplemental intensive instruction to students who have scored low on FSA.
Violence Prevention Program - there is a full time resource officer at RRMS-Samantha Polevere
Nutrition Programs - RRMS school lunchroom provides free breakfast and lunch for 100% of our students-Linda Fowler
Housing Programs - available in our community

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

RRMS uses several methods to advance college and career awareness through our wheel classes in grades 6-8. Our introduction to agriculture class, which is offered in both 6th and 7th grade, introduces students to a wide variety of careers that can be found within the field of agriculture. Students may also join the FFA (Future Farmers of America) organization on campus where they can participate in many different events and competitions related to the field of agriculture. Our health class, which is offered in 6th and 7th grade, teaches students about personal health as well as various health related careers and often brings in guest speakers who share more information on the subject. Our 8th grade classes

participate in a course called Coding Fundamentals. The purpose of this course is to assist information technology students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in their career cluster. Our intention is that through completing these clusters, students will be better able to choose a pathway in high school that will lead them to a viable career path after high school/college.

Part V: Budget	
Total:	\$81,021.71

Activity Title/Quick Key	Activity Description	Funding Source	Notes	Focus	Amount
ELA/Reading	Students have not shown learning gains in ELA and our FSA scores are below state average.	Title, I Part A	Projection of payment to Rhonda Civatt of NEFEC for services provided.	0111 - Ruth Rains Middle School	15000
ELA/Reading	Students have not shown learning gains in ELA and our FSA scores are below state average.	Title, I Part A	Paid to Curriculum Associates for i-Ready Reading Diagnostic testing and online program	0111 - Ruth Rains Middle School	8450
Math	There has been a significant decline in our Math scores. Math performance was extremely low. There is a need to increase proficiency as well as learning gains.	Title, I Part A	Paid to Curriculum Associates for i-Ready Math diagnostic testing and online program	0111 - Ruth Rains Middle School	8450
ELA/Reading	Students have not shown learning gains in ELA and our FSA scores are below state average.	Title, I Part A	WOW nights stipends paid (\$1403.23 and 522.96), and projected stipends (\$6000.00)	0111 - Ruth Rains Middle School	7926.19
Classroom management	RRMS had over 1100 referrals last year which contributed to the non-engagement of students. Students need to be in class and engaged in learning activities.	Title, I Part A	Workshop fees paid to Steven Bollar of Stand Tall Steve (\$5,500.00), travel expenses for Steven Bollar (4928.77), stipends paid to paraprofessionals (\$310.27)	0111 - Ruth Rains Middle School	6739.04
ELA/Reading	Students have not shown learning gains in ELA and our FSA scores are below state average.	Title, I Part A	AR Renewal Fee paid to Renaissance Learning.	0111 - Ruth Rains Middle School	3625.02
ELA/Reading	Students have not shown learning gains in ELA and our FSA scores are below state average.	Title, I Part A	Paid to Curriculum Associates for i-Ready Reading onsite training	0111 - Ruth Rains Middle School	2250
Math	There has been a significant decline in our Math scores. Math performance was extremely low. There is a need to increase proficiency as well as learning gains.	Title, I Part A	Paid to Curriculum Associates for i-Ready onsite training	0111 - Ruth Rains Middle School	2250

Activity Title/Quick Key	Activity Description	Funding Source	Notes	Focus	Amount
Science/Social Studies	Science proficiency scores were below state average for science. Continue to maintain Social Studies scores at or above state average.	General Fund	Study Island for Science (\$912.25) and Social Studies (\$912.25).	0111 - Ruth Rains Middle School	1830.5
ELA/Reading	Students have not shown learning gains in ELA and our FSA scores are below state average.	Title, I Part A	Paid to Curriculum Associates for Ready worktexts and Teacher Toolbox access	0111 - Ruth Rains Middle School	1438.97
Science/Social Studies	Science proficiency scores were below state average for science. Continue to maintain Social Studies scores at or above state average.	Title, I Part A	Stipends for Study Island training	0111 - Ruth Rains Middle School	600
Classroom management	RRMS had over 1100 referrals last year which contributed to the non-engagement of students. Students need to be in class and engaged in learning activities.	Title, I Part A	Workshop fee paid to Teri Reynolds Jones for "Professionals in the Classrooms" workshop (\$400.00), stipends for paraprofessionals (\$167.52).	0111 - Ruth Rains Middle School	567.52
Science/Social Studies	Science proficiency scores were below state average for science. Continue to maintain Social Studies scores at or above state average.	Title, I Part A	Study Island Benchmarks for Civics	0111 - Ruth Rains Middle School	430.65
Science/Social Studies	Science proficiency scores were below state average for science. Continue to maintain Social Studies scores at or above state average.	Title, I Part A	Stipends for Science teachers to attend NEFEC Connect	0111 - Ruth Rains Middle School	412.5
Math	There has been a significant decline in our Math scores. Math performance was extremely low. There is a need to increase proficiency as well as learning gains.	Title, I Part A	Calculators for Math classes.	0111 - Ruth Rains Middle School	366
ELA/Reading	Students have not shown learning gains in ELA and our FSA scores are below state average.	Title, I Part A	Paid to Scholastic for supplemental materials for Health and Reading	0111 - Ruth Rains Middle School	365.37

Activity Title/Quick Key	Activity Description	Funding Source	Notes	Focus	Amount
Science/Social Studies	Science proficiency scores were below state average for science. Continue to maintain Social Studies scores at or above state average.	Title, I Part A	Stipends for Science textbook training	0111 - Ruth Rains Middle School	200
Classroom management	RRMS had over 1100 referrals last year which contributed to the non-engagement of students. Students need to be in class and engaged in learning activities.	Title, I Part A	"Teach Like a Champion" books for professional development.	0111 - Ruth Rains Middle School	119.95
Math	There has been a significant decline in our Math scores. Math performance was extremely low. There is a need to increase proficiency as well as learning gains.	Title, I Part A	WOW Stipends included in ELA/Reading Goal.	0111 - Ruth Rains Middle School	
Science/Social Studies	Science proficiency scores were below state average for science. Continue to maintain Social Studies scores at or above state average.	Title, I Part A	WOW nights stipends shown on ELA/Reading Goal	0111 - Ruth Rains Middle School	